ED 330 447 PS 019 437

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TITLE Alternatives to the Pullout Model.
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SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
REPORT NO TAC-B-124
PUB DATE May 90
NOTE 8p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Compensatory Education; Elementary Secondary Education; Guidelines; *Models; Program Descriptions; Program Implementation; *Selection
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; *Instructional Models; *Program Characteristics

ABSTRACT

The pullout model is the model most widely used for Chapter 1 programs. This model involves taking students out of their regular classroom for one or more class periods to receive instruction from a Chapter 1 teacher. Problems associated with the pullout model include lack of coordination between the pullout class and the regular classroom. This leads to a fragmentation of learning and a lack of connection between the basic skills being taught in the Chapter 1 class and the material being covered in the regular class. Pullout programs tend to be more racially and socially segregated than regular classrooms and may stigmatize students as slow learners. Alternatives are: (1) the in-class model; (2) replacement and extended pullout; (3) use of the resource room and learning laboratory; (4) extended schedule; (5) computer-assisted learning; (6) prekindergarten and full-day kindergarten programs; and (7) transition room. Advantages and disadvantages associated with each alternative are pointed out. Other alternatives, including alternative instructional strategies and program strategies, are listed. Guidelines for selecting an alternative for Chapter 1 programs are offered. (RH)

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Alternatives to the Pullout Model

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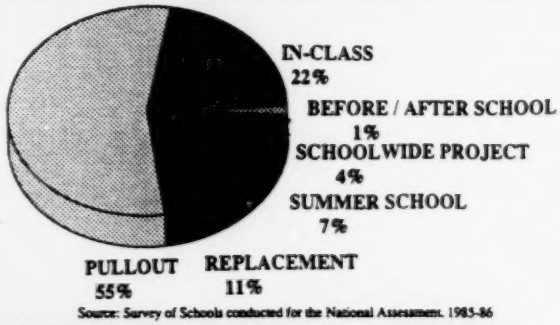
While Chapter 1 pullout programs have been somewhat effective in enhancing student achievement on standardized tests in reading and mathematics, they may result in a loss of instruction in other subjects. Lack of coordination between the pullout class and the regular classroom leads to a fragmentation of learning-a lack of connection between the basic skills being taught in the Chapter 1 class and the material being covered in the regular class. In addition, pullout programs tend to be more racially and socially segregated than regular classrooms and may stigmatize students as slow learners.

The model most widely used for Chapter 1 programs is the pullout model. This model involves taking the students out of the regular classroom for one or more class periods, for separate instruction provided by a Chapter 1 teacher. Is the overwhelming popularity of this model warranted?



Source: Survey of Schools conducted for the National Assessment, 1985-86

The model selected should allow for the most effective instructional program for in your specific setting. For example: a pullout program can be effective in a setting with a high level of coordination between Chapter 1 teachers and regular classroom teachers, and where it will not lead to resegregation. If these or other issues limit the effectiveness of the program, other models should be considered.

In-Class Model

Additional instruction is provided in the regular classroom by a Chapter 1 teacher or an aide.

ADVANTAGES

Avoids labelling students.
Eliminates stigma of removal to a special class.

Uses no additional space.
Since instruction is provided in the regular classroom, no additional space resources are needed.

Improved staff/student ratio.
Students receive more direct instruction.

DISADVANTAGES

May stigmatize some students.
Receiving special instruction in the presence of peers may cause a similar stigma.

Territorial conflicts. Having two teachers in one classroom may be distracting for students. Dividing roles and responsibilities between Chapter 1 teacher and regular classroom teacher can be a problem.

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In-class (continued)

ADVANTAGES	DISADVANTAGES
Requires less transportation time. Eliminates time lost in transportation to special classroom, increasing available learning time.	***Requires regrouping time.*** Time used for regrouping students in class may not be significantly less than time required to transport to a special classroom.
Better coordination of instruction. Working out of the same classroom allows Chapter 1 teacher to plan instruction with the regular classroom teacher.	***Instruction may still be uncoordinated.*** While providing compensatory instruction in class makes coordination more convenient, it does not guarantee that it will happen.
Curriculum alignment. Students have a better opportunity to relate the content of Chapter 1 instruction to the regular class curriculum.	***Some fragmentation of instruction is possible.*** Instruction may still consist of slower pacing and lower level skills.

Replacement /Extended Pullout

Sometimes referred to as extended pullout, instruction by Chapter 1 teacher replaces more than 25% of the instruction in the regular classroom.

ADVANTAGES	DISADVANTAGES
Students do not miss instruction in other subject areas. Less confusion with only one teacher for each subject area. Eliminates the need for coordination between Chapter 1 and regular class teacher within that subject.	May reduce regular program's responsibility for student's needs. Lowered expectations institutionalized by ability grouping. Requires contribution from local school district's resources.

Resource Room / Learning Laboratory

Provides diagnostic evaluations and more direct instruction for specific learning problems.

ADVANTAGES	DISADVANTAGE
More opportunities for learner-directed exploration. Smaller groups allow for closer monitoring of student progress. Diagnostic/prescriptive approach, the resource teacher can serve a large number of students without isolating them as low achievers. Can make regular school program more sensitive to the needs of individual students.	Learning laboratories have the potential to isolate low achieving students, depriving them of instruction in other subjects and stigmatizing them as slow learners. The intensity of instruction is lower than the pullout model. Students who are severely educationally disadvantaged may need more support.

Extended Schedule

- *Before / After School Programs*:

ADVANTAGES	DISADVANTAGES
Total amount of instruction is increased without the loss of instruction in other subject areas. Provides a childcare alternative for children of working parents.	Scheduling additional time can be difficult to manage and coordinate with other school functions, like transportation. Additional pay and schedule changes for staff required.

- *Year Round Instruction*:

ADVANTAGES	DISADVANTAGES
Summer achievement losses, which some research indicates are more dramatic for disadvantaged students, (Ascher, 1980) are reduced. Makes more efficient use of school facilities. Reduces parents' need for child care during vacations.	Gains produced by year-round programs may not justify the high expenses associated with them. Changing from a nine to a twelve month program requires dramatic curriculum changes. Staggered schedules in secondary schools are difficult to administer. Some parents may object to the extended schedule.

• *Summer school*:

ADVANTAGES	DISADVANTAGES
Summer school allows teachers to spend more time on instruction, leading to higher levels of student performance. Summer achievement losses are reduced when students are engaged in instruction. Summer school provides alternative to summer child care, and offers an opportunity to combine instructional programs with more attractive recreation programs.	Some summer programs have been characterized by loose organization, low attendance rates and low academic expectations. Because of the short amount of time available for planning and the emphasis on fun activities, a disproportionate amount of time is used for assessment and for teachers and students to get to know each other.

Computer-assisted learning

Students use computers for drills, presentation of new material, information retrieval, problem solving and for educational games within the regular classroom.

ADVANTAGES	DISADVANTAGES
Increased motivation for students. Provides a mode of instructional support in cases where funds for additional staff are not available.	Requires training in use of appropriate software packages. Requires financial resources for purchase of hardware and software, hardware repair.

Pre-kindergarten / Full day kindergarten programs

Chapter 1 funds can be used to provide a pre-kindergarten or to extend kindergarten programs to a full day.

ADVANTAGES	DISADVANTAGES
Early childhood programs show substantial, long-lasting positive effects on academic achievement. Provides child care for parent or regular caregiver.	Attending school one year earlier or kindergarten for a full day may be stressful for the child. The child is required to adjust to separation from the parent or caregiver and to develop social skills at an earlier age.

Transition room

Students not yet ready for first grade, but who would not benefit from an additional year in kindergarten attend a transition room.

ADVANTAGES	DISADVANTAGES
Smaller class size, more one-on-one instruction. Homogeneous grouping based on ability level leads to fewer groupings within classrooms.	Assessment of the child's abilities would be made at an age too early to be reliable. Lowered expectations for the child would lead to lower achievement.

In addition to the alternative setting strategies discussed above, other options include:

Alternative Instructional Strategies:

Continuous Progress
Cooperative Learning
Tutoring Strategies

Alternative Program Strategies

Schoolwide Projects
Accelerated Schools

These topics are discussed in a separate R-TAC report.

Most research on the delivery of Chapter 1 instruction suggests that the mode of program delivery used (pullout, in-class) not as important as the degree of coordination of instruction between the Chapter 1 class and the regular classroom. Coordination can be improved by:

- The development of a common curriculum between Chapter 1 class and regular classroom.
- Adapting the content and instructional strategies to the needs of disadvantaged learners (active teaching strategies, increased academic learning time)
- Systematic, ongoing formal and informal communication between Chapter 1 teacher and regular classroom teacher. This could include having the Chapter 1 teacher observe the regular class, scheduled conferences between the two teachers, communications forms specifying content areas for emphasis.
- Coordination of instruction with home environment.
- Consideration of the use of alternative models if they are appropriate to the setting and responsive to its unique needs.

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